

DIAGNOSTIC/MASTER EXAM

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Section I

Total Time—1 hour

Carefully read the following passages and answer the accompanying questions. Questions 1–12 are based on the following passage from “Samuel Johnson on Pope,” which appeared in *The Lives of the English Poets* (1779–1781).

The person of Pope is well known not to have been formed by the nicest model. He has compared himself to a spider and, by another, is described as protuberant behind and before. He is said to have been beautiful in his infancy, but he was of a constitution feeble and weak. As bodies of a tender frame are easily distorted, his deformity was probably in part the effect of his application. But his face was not displeasing, and his eyes were animated and vivid. 5

By natural deformity, or accidental distortion, his vital functions were so much disordered, that his life was a “long disease.”

He sometimes condescended to be jocular with servants or inferiors; but by no meritment, either of others or his own, was he ever seen excited to laughter. 10

Of his domestic character frugality was a part eminently remarkable. Having determined not to be dependent, he determined not to be in want, and, therefore, wisely and magnanimously rejected all temptations to expense unsuitable to his fortune.

The great topic of his ridicule is poverty; the crimes with which he reproaches his antagonists are their debts and their want of a dinner. He seems to be of an opinion not very uncommon in the world, that to want money is to want everything. 15

He professed to have learned his poetry from Dryden, whom he praised through his whole life with unvaried liberality; and perhaps his character may receive some illustration, if he be compared with his master.

Integrity of understanding and nicety of discernment were not allotted in a less proportion to Dryden than to Pope. But Dryden never desired to apply all the judgment that he had. He wrote merely for the people. When he pleased others, he contented himself. He never attempted to mend what he must have known to be faulty. He wrote with little consideration and, once it had passed the press, ejected it from his mind. 20

Pope was not content to satisfy; he desired to excel, and, therefore, always endeavored to do his best. Pope did not court the candor, but dared the judgment of his reader, and, expecting no indulgence from others, he showed none to himself. He examined lines and words with minute and punctilious observation, and he retouched every part with diligence, until he had nothing left to be forgiven. 25

Poetry was not the sole praise of either; for both excelled likewise in prose. The style of Dryden is capricious and varied; that of Pope is cautious and uniform. Dryden observes the motions of his own mind; Pope constrains his mind to his own rules of composition. Dryden's page is a natural field, diversified by the exuberance of abundant vegetation. Pope's is a velvet lawn, shaven by the scythe, and leveled by the roller. 30

If the flights of Dryden are higher, Pope continues longer on the wing. If of Dryden's fire the blaze is brighter, of Pope's the heat is more regular and constant. Dryden is read with frequent astonishment, and Pope with perpetual delight. 35

1. The passage is primarily a(n)
 - A. character sketch of Pope
 - B. discussion of poetic style
 - C. criticism of Dryden
 - D. model for future poets
 - E. opportunity for the writer to show off his own skills
2. The passage discusses a contrast among all of the following except:
 - A. prose and poetry
 - B. Pope and Dryden
 - C. body and mind
 - D. poverty and wealth
 - E. body and soul
3. "If the flights" (35) means
 - A. Pope's writing will outlast Dryden's
 - B. both Pope and Dryden are equal
 - C. Pope is not idealistic
 - D. Pope is more wordy
 - E. Pope is not as bright as Dryden
4. The character of Pope is developed by all of the following except:
 - A. examples
 - B. comparison
 - C. contrast
 - D. satire
 - E. description
5. According to the passage, Pope and Dryden are
 - A. rivals
 - B. equally intelligent
 - C. outdared
 - D. equally physically attractive
 - E. in debt
6. From the passage, the reader may infer that Pope
 - A. was extravagant
 - B. was a man of the people
 - C. was jealous of Dryden
 - D. had a desire to be popular
 - E. had a bitter, satirical nature
7. The tone of the passage is
 - A. informal and affectionate
 - B. formal and objective
 - C. condescending and paternalistic
 - D. laudatory and reverent
 - E. critical and negative
8. Lines 20–24 indicate that Dryden was what type of writer?
 - A. one who labored over his thoughts
 - B. one who wrote only for himself
 - C. one who wrote only for the critics
 - D. one who wrote to please Pope
 - E. one who did not revise
9. Using the context of lines 27–29, "punctilious" means
 - A. precise
 - B. timely
 - C. cursory
 - D. scholarly
 - E. philosophical
10. In the context of the passage, "until he had nothing left to be forgiven" (29) means
 - A. Pope outraged his readers
 - B. Pope suffered from writer's block
 - C. Pope exhausted his subject matter
 - D. Pope's prose was revised to perfection
 - E. Pope cared about the opinions of his readers
11. "Shaven" and "leveled" in line 34 indicate that Pope's style of writing was
 - A. natural
 - B. richly ornamented
 - C. highly controlled
 - D. mechanical
 - E. analytical
12. Based on a close reading of the final paragraph of the passage, the reader could infer that the author
 - A. looks on both writers equally
 - B. prefers the work of Pope
 - C. sees the two writers as inferior to his own writing style
 - D. indicates no preference
 - E. prefers the work of Dryden

Questions 13–23 are based on the following excerpt from Charlotte Perkins Gilman's "Politics and Warfare," which appears in *The Man-Made World: Our Androcentric Culture* (1911).

There are many today who hold that politics need not be at all connected with warfare; and others who hold that politics is warfare from start to finish. 1

The inextricable confusion of politics and warfare is part of the stumbling block in the minds of men. As they see it, a nation is primarily a fighting organization; and 2 its principal business is offensive and defensive warfare; therefore the ultimatum with which they oppose the demand for political equality—"women cannot fight, therefore they cannot vote."

Fighting, when all is said, is to them the real business of life; not to be able to fight is to be quite out of the running; and ability to solve our growing mass of public problems; questions of health, of education, of morals, of economics; weighs naught against the ability to kill. 3

This naïve assumption of supreme value in a process never of the first importance; and increasingly injurious as society progresses, would be laughable if it were not for its evil effects. It acts and reacts upon us to our hurt. Positively, we see the ill effects already touched on; the evils not only of active war, but of the spirit and methods of war; idealized, inculcated, and practiced in other social processes. It tends to make each man-managed nation an actual or potential fighting organization, and to give us, instead of civilized peace, that "balance of power" which is like the counted time in the prize ring—only a rest between combats. 4

It leaves the weaker nations to be "conquered" and "annexed" just as they used to be; with "preferential tariffs" instead of tribute. It forces upon each the burden of armament; upon many the dreaded conscription; and continually lowers the world's resources in money and in life. 5

Similarly in politics, it adds to the legitimate expenses of governing the illegitimate expenses of fighting; and must needs have a "spoils system" by which to pay its mercenaries. 6

In carrying out the public policies the wheels of state are continually clogged by the "opposition"; always an opposition on one side or the other; and this slow wiggling uneven progress, through shorn victories and haggling concessions, is held to be the proper and only political method. 7

"Women do not understand politics," we are told; "Women do not care for politics"; "Women are unfitted for politics." 8

It is frankly inconceivable, from the androcentric viewpoint, that nations can live in peace together, and be friendly and serviceable as persons are. It is inconceivable also, that, in the management of a nation, honesty, efficiency, wisdom, experience and love could work out good results without any element of combat. 9

The "ultimate resort" is still to arms. "The will of the majority" is only respected on account of the guns of the majority. We have but a partial civilization, heavily modified to sex—the male sex. 10

22 > STEP 2. Determine Your Test Readiness

13. The author's main purpose in the passage is to
- argue for women being drafted
 - criticize colonialism
 - present a pacifist philosophy
 - criticize the male-dominated society
 - protest tariffs
14. In paragraph 2, the author maintains that men support their position on equality for women based upon which of the following approaches?
- begging the question
 - a syllogism using a faulty premise
 - an appeal to emotion
 - circular reasoning
 - an *ad hoc* argument
15. Using textual clues, one can conclude that "androcentric" most probably means
- robot-centered
 - world-centered
 - female-centered
 - self-centered
 - male-centered
16. In addition to indicating a direct quotation, the author uses quotation marks to indicate
- the jargon of politics and warfare
 - the coining of a phrase
 - a definition
 - the author's scholarship
 - that the author does not take responsibility for her words
17. In paragraph 4, "increasingly injurious as society progresses" is reinforced by all of the following except:
- "ill effects already touched on" [paragraph 4]
 - "active war" [paragraph 4]
 - "weaker nations to be 'conquered' and 'annexed'" [paragraph 5]
 - "illegitimate expenses of fighting" [paragraph 6]
 - "Women do not understand politics" [paragraph 8]
18. According to the author, men view the primary purpose of government to be
- educating the people
 - solving the "mass of public problems"
 - obtaining as much power as possible
 - economics
 - health
19. The argument shifts from a discussion of warfare to a discussion of politics in the first lines of which of the following paragraphs?
- paragraph 4
 - paragraph 5
 - paragraph 6
 - paragraph 7
 - paragraph 9
20. The tone of the passage is best described as
- ambivalent
 - reverent
 - condescending
 - accusatory
 - indifferent
21. The style of the passage can best be described as
- poetic and emotional
 - editorial and analytical
 - mocking and self-serving
 - preaching and moralistic
 - authoritative and pretentious
22. To present her argument, Gilman primarily uses which of the following rhetorical strategies (techniques/modes of discourse)?
- process
 - definition
 - cause and effect
 - narration
 - description
23. "It," as used in paragraphs 4, 5, and 6, only refers to
- "Fighting is to them the real business of life" [paragraph 3]
 - "evil effects" [paragraph 4]
 - "man-managed nation" [paragraph 4]
 - "preferential tariffs" [paragraph 5]
 - "spoils system" [paragraph 6]

Questions 24–33 are based on the speech “On the Death of Martin Luther King, Jr.” by Robert F. Kennedy.

I have bad news for you, for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight. 1

Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort. 2

In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in, for those of you who are black—considering the evidence there evidently is that there were white people who were responsible—you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country, in great polarization—black people amongst black, white people amongst white, filled with hatred toward one another. 3

Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that strain of bloodshed that has spread across our land, with an effort to understand with compassion and love. 4

For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, [and] he was killed by a white man. But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times. 5

My favorite poet was Aeschylus. He wrote: “In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God.” 6

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness but love and wisdom, and compassion toward one another and a feeling of justice toward those who still suffer within our country, whether they be white or black. 7

So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that’s true, but more importantly to say a prayer for our own country, which all of us love—a prayer for understanding and that compassion of which I spoke. 8

We can do well in this country. We will have difficult times. We’ve had difficult times in the past. We will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; it is not the end of disorder. 9

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land. 10

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and to make gentle the life of this world. 11

Let us dedicate ourselves to that, and say a prayer for our country and for our people. 12

24. The primary purpose of RFK’s speech is most probably to
- A. inform the people of the event
 - B. praise the accomplishments of Martin Luther King, Jr.
 - C. offer condolences to King’s family
 - D. call for calm and unity between blacks and whites
 - E. offer condolences to the black community at large

25. Which of the following paragraphs does not contain examples of parallel structure?
- paragraph 3 beginning with "In this difficult . . ."
 - paragraph 6 beginning with "My favorite poet . . ."
 - paragraph 7 beginning with "What we need . . ."
 - paragraph 9 beginning with "We can do well . . ."
 - paragraph 10 beginning with "But the vast majority . . ."
26. Paragraph 5 contains an example of
- understatement
 - figurative language
 - sarcasm
 - logical fallacy
 - analogous example
27. The tone of the speech can best be described as
- elevated and conciliatory
 - angry and inflammatory
 - formal and detached
 - informal and emotional
 - accusatory and bitter
28. To keep his speech from leading to violence, RFK makes use of which of the following?
- constantly repeating King's name and his desire for unity between races
 - an ethical appeal based on the power of religion
 - emphasizing a common bond to show the connection between himself and his audience
- I
 - II
 - III
 - I and III
 - I, II, and III
29. All of the following paragraphs give support to the inference that RFK expected violence to follow the assassination except:
- paragraph 3 beginning with "In the beginning . . ."
 - paragraph 4 beginning with "Or we can . . ."
 - paragraph 6 beginning with "My favorite . . ."
 - paragraph 7 beginning with "What we need . . ."
 - paragraph 9 beginning with "We can do well . . ."
30. RFK most probably chose to refer to the Greeks in paragraph 11 for all of the following reasons except:
- to impress the audience with his scholarship
 - to concisely restate the theme of the speech
 - to provide a healing thought for the people to remember
 - to elevate the level of discourse
 - to reinforce the ideals of democracy with which the Greeks are associated
31. Paragraphs 7 and 8 are constructed around which of the following rhetorical strategies?
- analysis
 - definition
 - narration
 - process
 - cause and effect
32. The quotation given in paragraph 6 can best be restated as
- the process of healing is inevitable
 - time heals all wounds
 - sleep numbs those in pain
 - God is the source of humankind's grief
 - sleep is the only escape from pain
33. All of the following are effects of the repetition in paragraphs 11 and 12, except that it
- links the speaker with the audience
 - refers to paragraph 2 and King's dedication
 - emphasizes dedication so that the audience will remember it
 - reinforces the tribute to Martin Luther King, Jr.
 - elevates the occasion to one which is worthy of honor

Questions 34–44 are based on the following letter.

Albert Einstein
Old Grove Road
Nassau Point
Peconic, New York
August 2, 1939

F. D. Roosevelt,
President of the United States,
White House
Washington, D.C.

Sir:

Some recent work by E. Fermi and L. Szilard, which has been communicated to
me in manuscript, leads me to expect that the element uranium may be turned into a
new and important source of energy in the immediate future. Certain aspects of the
situation which has [*sic*] arisen seem to call for watchfulness and, if necessary, quick
action on the part of the Administration. I believe therefore that it is my duty to bring
to your attention the following facts and recommendations:

In the course of the last four months it has been made probable—through the work
of Joliot in France as well as Fermi and Szilard in America—that it may become possible
to set up a new nuclear chain reaction in a large mass of uranium, by which vast
amounts of power and large quantities of new radium-like elements would be generated.
Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable—though much less certain—that extremely powerful bombs of a new type may
thus be constructed. A single bomb of this type, carried by boat and exploded in a port,
might very well destroy the whole port together with some of the surrounding territory.
However, such bombs might very well prove to be too heavy for transportation by air.

The United States has only very poor ores of uranium in moderate quantities. There
is some good ore in Canada and the former Czechoslovakia, while the most important
source of uranium is Belgian Congo.

In view of this situation you may think it desirable to have some permanent contact
maintained between the Administration and the group of physicists working on chain
reactions in America. One possible way of achieving this might be for you to entrust
with this task a person who has your confidence and who could perhaps serve in an
official capacity. His task might comprise the following:

- a) to approach Government Departments, keep them informed of the further
development and put forward recommendations for Government action;
- b) giving particular attention to the problem of securing a supply of uranium ore for
the United States;
- c) to speed up the experimental work, which is at present being carried on within the
limits of the budgets of University laboratories, by providing funds, if such funds
be required, through his contacts with private persons who are willing to make
contributions for this cause, and perhaps also by obtaining the co-operation of
industrial laboratories which have the necessary equipment.

I understand that Germany has actually stopped the sale of uranium from the Czechoslovakian mines which she has taken over. That she should have taken such early action might perhaps be understood on the ground that the son of the German Under-Secretary of State, von Weizacker, is attached to the Kaiser-Wilhelm-Institut in Berlin where some of the American work on uranium is now being repeated.

Yours very truly,
Albert Einstein

34. In both paragraphs 2 and 3, Einstein makes use of the dash
- to emphasize the words set off
 - as an exception to the point immediately before it
 - to sound more scholarly and formal
 - as an informal aside to what was said previously
 - to summarize
35. The omission of a cordial opening and identification of the credentials of the writer imply all of the following *except*:
- Einstein expects his name alone will identify him
 - Einstein assumes that the information he presents is compelling enough to command a response
 - Einstein believes himself too busy and important to waste time on pleasantries
 - As a scientist, Einstein was accustomed to having the facts speak for themselves
 - They've had previous contact
36. The purpose of the listing in paragraph 5 is to
- secure Einstein's role as Roosevelt's "permanent contact"
 - suggest a plan of necessary action to ensure American security
 - increase research funding for further nuclear experimentation
 - end scientific research leading to the construction of nuclear bombs
 - send a letter of warning to Germany
37. Einstein's attitude can best be described as
- confrontational
 - deferential
 - cautious
 - complacent
 - antagonistic
38. Einstein's first paragraph suggests all of the following *except*:
- FDR is not staying abreast of important scientific developments
 - Einstein is concerned about how the administration is handling the new developments in uranium research
 - Einstein is concerned that the administration may be unaware of important developments in the scientific community
 - Einstein is an authority in the use of uranium
 - FDR is familiar with the work of Fermi and Szilard
39. Which of the following best identifies Einstein's primary mode of discourse in his letter to FDR?
- narration
 - process
 - analysis
 - persuasion
 - exposition
40. To illustrate the gravity of the situation, Einstein uses all of the following *except*:
- "call for watchfulness" [paragraph 1]
 - "it is my duty" [paragraph 1]
 - "appears almost certain" [paragraph 2]
 - "in the immediate future" [paragraph 2]
 - "obtaining the cooperation" [paragraph 7]
41. Einstein understates the urgency of developing "chain reactions" in America
- with the repetition of the words *might* and *may*
 - by excluding a fatalistic prediction
 - by mentioning "other countries repeating America's work"
 - with the phrase "though much less certain"
 - all of the above

42. To persuade Roosevelt to consider his recommendations, Einstein uses all of the following approaches except:
- A. discussions with other members of the scientific community
 - B. appeals to fear
 - C. presentation of evidence
 - D. making predictions
 - E. offering a plan
43. In his letter, Einstein's own assumptions are all of the following except:
- A. his interpretation of the manuscript is accessible
 - B. his reputation as a scientist lends weight to his opinion
 - C. his plan can be implemented quietly
 - D. his urgency concerning the situation is apparent
 - E. Germany recognizes the urgency of the situation
44. After a careful reading of the letter, which of the following inferences is not valid?
- A. Einstein understood the urgency of addressing the nuclear problem.
 - B. Einstein assumed FDR would react to the letter.
 - C. Einstein viewed the private sector as a means of circumventing a possible governmental impasse.
 - D. The Germans could have possibly misunderstood the significance of this scientific discovery.
 - E. Einstein is suspicious of German espionage.

Questions 45–56 are based on the following passage entitled “Reading an Archive,” by Allan Sekula, which appeared in *Blasted Allegories*, a collection of contemporary essays and short stories, published by MIT Press in 1987.

... The widespread use of photographs as historical illustrations suggests that significant events are those which can be pictured, and thus history takes on the character of *spectacle*.⁷ But this pictorial spectacle is a kind of rerun, since it depends on prior spectacles for its supposedly “raw” material.⁸ Since the 1920's, the picture press, along with the apparatuses of a corporate public relations, publicity, advertising, and government propaganda, have contributed to a regularized flow of images: of disasters, wars, revolutions, new products, celebrities, political leaders, official ceremonies, public appearances, and so on. For a historian to use such pictures without remarking on these initial uses is naïve at best, and cynical at worst. What would it mean to construct a pictorial history of postwar coal mining in Cape Breton by using pictures from a company public relations archive without calling attention to the bias inherent in that source? What present interests might be served by such an oversight?

The viewer of standard historical histories loses any ground in the present from which to make critical evaluations. In retrieving a loose succession of fragmentary glimpses of the past, the spectator is flung into a condition of imaginary temporal and geographical mobility. In this dislocated and disoriented state, the only coherence offered is that provided by the constantly shifting position of the camera, which provides the spectator with a kind of powerless omniscience. Thus, the spectator comes to identify with the technical apparatus, with the authoritative institution of photography. In the face of this authority, all other forms of telling and remembering begin to fade. But the machine establishes the truth, not by logical argument, but by providing an experience. This experience characteristically veers between nostalgia, horror, and an overriding sense of the exoticism of the past, its irretrievable otherness for the viewer in the present. Ultimately, then, when photographs are uncritically presented as historical documents, they are transformed into aesthetic objects. Accordingly, the

pretense to historical understanding remains, although that understanding has been replaced by aesthetic experience.⁹

But what of our second option? Suppose we abandoned all pretense to historical explanation, and treated these photographs as artworks of one sort or another? This book would then be an inventory of aesthetic achievement and/or an offering for disinterested aesthetic perusal. The reader may well have been prepared for these likelihoods by the simple fact that this book has been published by a press with a history of exclusive concern with the contemporary vanguard art of the United States and Western Europe (and, to a lesser extent, Canada). Further, as I've already suggested, in a more fundamental way, the very removal of these photographs from their initial contexts invites aestheticism.

I can imagine two ways of converting these photographs into "works of art," both a bit absurd, but neither without ample precedent in the current fever to assimilate photography into the discourse and market of the fine arts. The first path follows the traditional logic of romanticism, in its incessant search for aesthetic origins in a coherent and controlling authorial "voice." The second path might be labeled "post-romantic" and privileges the subjectivity of the collector, connoisseur, and viewer over that of any specific author. This latter mode of reception treats photographs as "found objects." Both strategies can be found in current photographic discourse; often they are intertwined in a single book, exhibition, or magazine or journal article. The former tends to predominate, largely because of the continuing need to validate photography as a fine art, which requires an incessant appeal to the myth of authorship in order to wrest photography away from its reputation as a servile and mechanical medium. Photography needs to be won and rewon repeatedly for the ideology of romanticism to take hold.¹⁰

⁹ See Guy Debord, *La société du spectacle* (Paris: Editions Buchac-Chastel, 1967): unauthorized translation, *Society of the Spectacle* (Detroit: Black and Red, 1970: rev. ed. 1977).

¹⁰ We might think here of the reliance, by the executive branch of the United States government, on "photo opportunities." For a discussion of an unrelated example, see Susan Sonag's dissection of Leni Riefenstahl's alibi that *Triumph of the Will* was merely an innocent documentary of the orchestrated-for-cinema 1934 Nuremberg Rally of the National Socialists. Sonag quotes Riefenstahl: "Everything is genuine. . . . It is history—pure history." Susan Sonag, "Fascinating Fascism," *New York Review of Books* 22, no. 1 (February 1975); reprinted in *Under the Sign of Saturn* (New York: Farrar, Straus, & Giroux, 1980), p. 82.

¹¹ Two recent books counter this prevailing tendency in "visual history" by directing attention to the power relationships behind the making of pictures: Craig Heron, Shea Hoffnitz, Wayne Roberts, and Robert Storey, *All that Our Hands Have Done: A Pictorial History of the Hamilton Workers* (Oakville, Ontario: Mosaic Press, 1981), and Sarah Graham-Brown, *Peasants and Their Society, 1880–1946* (London: Quartet Books, 1980).

¹² In the first category are books that discover unsung commercial photographers: e.g., Mike Disfarner, *Disfarner: The Heber Springs Portraits*, text by Julia Scully (Danbury, N.H.: Addison House, 1976). In the second category are books that testify to the aesthetic sense of the collector: e.g., Sam Wagstaff, *A Book of Photographs from the Collection of Sam Wagstaff* (New York: Gray Press, 1978).

45. The first sentence (lines 1–3) does all of the following, **except**:
- A. to indicate that material appears in this essay prior to this section
 - B. to indicate scholarly research
 - C. to indicate a cause/effect relationship
 - D. to state the thesis of the piece
 - E. to establish that the essay is based on the opinion of the author
46. The word *oversight* in line 12 refers to
- A. "pictures from a company public relations archive" (10–11)
 - B. "without calling attention to the bias" (11)
 - C. "construct a pictorial history" (9–10)
 - D. "coal mining in Cape Breton" (10)
 - E. "present interests" (12)